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ABSTRACT

The guide was written to give secondary level hearing impaired students exposure to real life problems from a social studies perspective. Units are outlined for the three levels of the high school years and provide an overview, information on vocabulary, target competencies, suggested activities, sources, and a list of objectives. The units are arranged in a sequence, with topics building on one another. Math concepts are integrated into the social studies instruction. Four units in the first level address the following major topics (sample subtopics in parentheses): consumer education (unit pricing, brand name products); banking (checking, savings accounts); credit and credit cards (credit card application, billing procedures); and American history. The second level focuses on budgeting (priorities, determination of a reasonable budget); insurance (kinds, purchase); income tax and income tax forms (deductions, tax preparation); renting (use of classified ads, rental considerations); and selecting and buying a house or car (dealing with a realtor, installment buying). The third level touches on careers (choosing and locating a job, job interviews); the constitution and the Bill of Rights (purposes of each); the law (legal rights, court and police procedures); and responsibilities of citizenship (understanding politics, obligations, government services). (CL)

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SOCIAL STUDIES

A Resource Guide

for

Hearing-Impaired High School Students

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Robert A. Jaggers

Barbara A. Jaggers

EC150678

The Technical Assistance Project for Teacher-Made Materials was designed by Pre-College Programs to help teachers in schools and programs for hearing impaired students in the United States to refine and to complete instructional materials. The project was initiated in June, 1979 and concluded in June, 1981. This product resulted from that project. ITS EVALUATION IS BASED ON CONTINUED SUCCESSFUL USE IN CLASSROOMS AND NOT UPON A FORMAL EVALUATION SYSTEM.

The content and technical accuracy of this product are the sole responsibility of the author. Appreciation is extended to all those who contributed to the completion of this product.

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INTRODUCTION

This guide was written for two reasons. First, there are few social studies resource guides for high school-aged hearing impaired students, except those which stress United States history, world history, and geography. Second, many students leaving high school are unable to deal with the problems that they find outside school. Students in a self-contained classroom need more exposure to the situations of real life. The topics and sequence of this guide have been designed to meet this need.

This guide has been divided into three parts, one for each level of the high school years. It was written to be sequential in learning topics. Topics build upon one another, and the skills learned early are used in later units.

Included in the source section of some of the units are math books which elaborate on the math skills that are needed to solve the problems presented in those units. In this way, the guide encourages an integration of math and social studies. Language, speech, and auditory training should also be integrated into every unit.

This guide can be used in many ways. It has been designed to allow teachers to use their creativity to adapt the guide to meet the needs of their own students. The vocabulary and objectives in each unit are by no means all-inclusive. Teachers should not feel bound by them. They are meant to provide a springboard for ideas. Teachers will want to adapt them to their classrooms and to their students' needs.

It is suggested that teachers follow the pre-test, teach, post-test method to assess their students' strengths and weaknesses. Specific films and materials should be ordered far enough in advance so that they may be previewed and presented for their fullest impact and effect.

New materials and captioned films are coming out each year. This guide cannot be a comprehensive list of all available films/filmstrips and materials. It will be up to individual teachers to keep up with new resources.

This resource guide was teacher-developed for use in an Ohio school system. The authors encourage teachers to feel free to augment or to modify information in the guide or to adapt it to their own communities and local resources.

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KEY TO SOURCE ABBREVIATIONS

(T) Text

The guide uses three major basic texts. The first, Living in a Consumer's World by Milton Finkelstein and Arthur Nitzburg, is a basic resource text and is available from:

Globe Book Company
175 Fifth Avenue
New York, New York 10010

The second source is The New Reader's Press. These materials are soft-bound workbooks. They are listed with each unit's sources by title and are followed by the words: New Reader's Press. These can be ordered from:

The New Reader's Press
Division of Laubach Literacy, Inc.
Box 133
Syracuse, New York 13210

The third text source is a set of consumable math workbooks that can be used to complement the social studies curriculum. They are Mathematics for Employment, Mathematics for Family Living, and Mathematics for Citizenship, and all are available from:

Mafex Associates, Inc.
111 Barron Avenue
Johnstown, Pennsylvania 15906

(F) Films (or transparencies)

These films or transparencies on a related topic are listed by title and Captioned Films for the Deaf (CFD) numbers. The films may be ordered from local captioned films distribution centers. Teachers should consult the current catalog for additional films. Information regarding the distribution centers can be obtained from:

Captioned Films for the Deaf
Distribution Center
5034 Wisconsin Avenue, N.W.
Washington, D.C. 20016

(FSC) Filmstrips and Cassettes

These are sets of uncaptioned filmstrips and cassettes that would need to be transcribed for effective use with hearing impaired students. Again, check the most current catalog for new titles. These teaching aids are available from:

Interpretive Education
400 Bryant Street
Kalamazoo, Michigan 49001

(OR) Other Resources

This category includes names and addresses of institutions, agencies, or corporations that may provide useful materials and teaching aids. Teachers may want to use similar local resources. Titles of some relevant materials and/or resources are listed in the following format:

(OR) "Wagnuts and You"
"Wagnuts and the World"
Universal Wagnuts, Inc.
12345 Bell Street
Warren, Michigan 45678

Social Studies I
Unit 1
CONSUMER EDUCATION

Overview

I. Topics

A. Determining a good buy
B. Unit pricing
C. Seasonal sales
D. Brand name products
E. Figuring sales tax
F. Consumer Protection Agency and Better Business Bureau

II. Target competencies

Students will be able to:

A. Devise criteria for wise buying
B. List criteria to be considered in the purchase of major items
C. Tell what to do when they feel they have been cheated
D. Create situations where one buy is better than another and choose the better one using unit pricing
E. Figure sales tax

III. Sources

(T) Living in a Consumer's World

(T) "Wise Buying," New Reader's Press

(T) Mathematics for Employment

(T) The Money Book
Xerox Education Publications
245 Long Hill Road
Middletown, Connecticut 06457

(F) "Wise Buying," CFD 308

(FSC) Consumer Education Series #113

(OR) "It's on the Label"
Home Economics—Consumer Services
National Canners Association
1133 20th Street, N.W.
Washington, D.C. 20036

(OR) Consumer Reports
Consumer Reports
Orangeburg, New Jersey 10962

(OR) "A Consumer Guide to Portable Appliances"
Electric Energy Association
90 Park Avenue
New York, New York 10016

(OR) "Interact"
Putman Publishing Co.
6 East 43rd Street
New York, New York 10017

(OR) "Consumer Protection Kit"
"Just Sign. . ."
"The Consumer Shield" (newsletter)
State of Ohio
Department of Commerce
Division of Consumer Protection
180 East Broad Street
Columbus, Ohio 43215

IV. Suggested activity

A. Go to the store and practice unit pricing on several items

Social Studies I
Unit 1
CONSUMER EDUCATION

Vocabulary

to advertise
an advertisement
bait and switch
a bargain
a bargain basement
beware
competition
a consumer
a discount store
a fad
fraud
goods
a guarantee
hand-me-down
impulse buying
irregular
a label
to make it from scratch
a manufacturer
off the rack
prepared foods
a product
a pull date
ready made clothing
a sale
sales tax
seasonal clothing
a second
a service
a special
a speciality store
a tag
tailor made clothing
a trademark
U.S.D.A.
a warranty

Social Studies I
Unit 1
CONSUMER EDUCATION

Objectives

Students will be able to:

1. Define consumer in their own words
2. Define goods in their own words and cite examples of two goods
3. Define services in their own words and cite examples of two services
4. Compare the cost of products using unit pricing
5. Compute sales tax
6. Do simple measurement conversions
7. Explain the importance of warranties and guarantees
8. List three rules to follow in buying food
9. List three rules to follow in buying clothing
10. List three rules to follow in buying furniture
11. List three rules to follow in buying appliances
12. Read a tag or label and tell how it can help them decide if they want to buy a product
13. Define the unit vocabulary words in their own terms
14. Spell the vocabulary words correctly
15. Pronounce the unit vocabulary words correctly

Social Studies I
Unit 2
BANKING

Overview

I. Topics

A. Full service banks versus savings and loan institutions
B. Savings accounts

1. Interest
2. Certificates of savings
3. Saving for the future

C. Checking

1. The purpose of checks
2. Opening an account
3. Filling out a check
4. Balancing a checkbook
5. Bouncing a check
6. Service charges
7. Stopping payment on a check
8. NOW accounts

II. Target competencies

Students will be able to:

A. Write a check correctly
B. Balance a checkbook
C. Compute interest on a savings account
D. List and explain banking services
E. Explain the uses and advantages of checks over cash
F. Fill out the forms to open a checking or savings account and be able to answer questions about the account

III. Sources

(T) "Banking," New Reader's Press

(T) "Managing Your Money," New Reader's Press

(T) "Saving and Investing," New Reader's Press

(T) "Using a Checking Account," New Reader's Press

(T) Banking
Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

(T) Mathematics for Employment

(T) Mathematics for Citizenship

(T) The Money Book
Xerox Education Publications
245 Long Hill Road
Middletown, Connecticut 06457

(F) "Banks and Credit," CFD 339

(F) "The Story of a Check," CFD 196

(F) "What Is Money?" CFD 209

(FSC) Banking Series #124

(OR) "The Story of Checks"
The Federal Reserve Bank of New York
33 Liberty Street
New York, New York 10045

(OR) "About Money and Banking"
Channing L. Bete Company, Inc.
Greenfield, Massachusetts 01301

(OR) Basic Banking Operations (duplicating masters)
Milliken Publishing Company
1100 Research Boulevard
St. Louis, Missouri

IV. Suggested activities

A. Visit a bank and open a savings account (with parents' permission)
B. Role play the various interactions that are common at a bank

Social Studies I
Unit 2
BANKING

Vocabulary

actual cost
an allowance
a balance
to balance
a bank
a bond
to bounce a check
a budget
a cancelled check
a certified check
a check
a checkbook
a check register
a coin
combined cost
collateral
a co-signer
credit
a credit record
currency
daily
a debt
a deposit
to deposit
a deposit slip
a down payment
to endorse
an endorsement
an expense
flexible
hourly
income
interest
interest rate
joint
less cash
a loan
monthly
a monthly payment
NSF (non-sufficient funds)
to overdraw
an outstanding check
a payee
per
principal
promissory
to reconcile
a rubber check
sales tax
a savings account
a savings and loan
a safe deposit box
a signature
stocks
a stub
a travelers check
total cost
trust
to void
a voluntary trust account
weekly
a will
to withdraw
a withdrawal slip
yearly

Social Studies I
Unit 2
BANKING

Objectives

Students will be able to:

1. Explain the difference between a bank and a savings and loan association
2. List five bank services
3. Write a check properly
4. Enter checks in a check register
5. Balance a checkbook
6. Fill out bank forms (signature cards, deposit slips, etc.) accurately
7. Explain two kinds of check endorsements
8. Explain why paying bills by check is a good idea
9. Compute interest
10. Define the unit vocabulary words in their own terms
11. Spell the unit vocabulary words correctly
12. Pronounce the unit vocabulary words correctly

Social Studies I
Unit 3
CREDIT AND CREDIT CARDS

Overview

I. Topics

A. The advantages and disadvantages of credit cards
B. The credit card application
C. Establishing credit and the importance of maintaining a good credit rating
D. Terms of credit
E. Billing procedures
F. What to do if a credit card is lost or stolen

II. Target competencies

Students will be able to:

A. Apply for a credit card
B. Compute the amount of time payments and yearly interest
C. Determine how much they will be able to buy on credit and still live within their income
D. List the advantages and disadvantages of credit purchases
E. Explain the difference between revolving credit accounts and 30-day credit accounts
F. Explain what they should do if a credit card is lost or stolen

III. Sources

(T) Living in a Consumer's World

(T) Mathematics for Family Living

(T) The Money Book
Xerox Education Publications
245 Long Hill Road
Middletown, Connecticut 06457

(T) "Personal Credit," New Reader's Press

(T) "Using Credit," New Reader's Press

(F) "Economics—The Credit Card," CFD 676

(F) "Your Credit Is Good," CFD 654

(FSC) Applying for Credit #106

(OR) "Credit Power"
"Measuring and Using our Credit Capacity"
National Foundation for Consumer Credit, Inc.
Federal Bar Building West
1819 H Street, N.W.
Washington, D.C. 20006

(OR) "The Hard Facts About Easy Credit"
Changing Times
1729 H Street, N.W.
Washington, D.C. 20006

(OR) "Nation Spanning Credit Cards"
The Federal Reserve Bank of San Francisco
San Francisco, California 94120

(OR) "The Fair Credit Reporting Act," Consumer Bulletin #7
Federal Trade Commission
6th Street and Pennsylvania Avenue, N.W.
Washington, D.C. 20580

(OR) "Yesterdays, Todays and Tomorrows of Consumer Finance"
"A One Week Advanced Teaching Unit on Consumer Credit"
National Consumer Finance Association
Washington, D.C. 20036

(OR) "How to Choose and Use Retail Credit"
"Using Retail Credit"
Credit application forms
Sears, Roebuck and Co., Inc.
Sears Tower
Chicago, Illinois 60684

IV. Suggested Activities

A. Fill out credit card applications
B. Fill out credit card purchase form from a store or gas station

Social Studies I
Unit 1
CONSUMER EDUCATION

Vocabulary

annual percentage rate
an application
a bill
a budget
a budget account
a cash discount
a charge account
collateral
a consumer
a contract
a co-signer
credit
credit-aholism
a credit card
a credit history
a creditor
a credit rating
a credit report
credit rights
a credit union
a debt
a decision
a finance charge
installment buying
interest
a lay-away plan
a loan shark
minimum payments
a payment
to repossess
a revolving credit account
30-day credit account
truth in lending
a wage assignment
wage garnishment
yearly

Social Studies I
Unit 2
CREDIT AND CREDIT CARDS

Objectives

Students will be able to:

1. Complete a credit card application accurately
2. Compute interest on a yearly basis
3. List two advantages of buying on credit
4. List two disadvantages of buying on credit
5. Explain what credit-aholism means
6. Tell how much they would be able to buy on credit given an imaginary income and expenses
7. Explain the difference between a revolving credit account and a 30-day credit account
8. Explain what to do if their credit cards are lost or stolen
9. Explain the importance of keeping a good credit rating
10. Explain how to keep a good credit rating
11. List three things that a creditor will ask about (look at) before extending credit
12. Explain the cash discount and tell why a store owner offers cash discounts
13. Explain why people buy things on the installment plan
14. Explain how a creditor can legally get the money due him or her
15. List three credit rights of the consumer
16. Tell where to get help with credit problems
17. Define the unit vocabulary words in their own terms
18. Spell the unit vocabulary words correctly
19. Pronouce the unit vocabulary words correctly

Social Studies I
Unit 4
AMERICAN HISTORY

Overview

I. Topic

A. Follow the adopted curriculum guides for American history; modify them to meet the level of comprehension of the students

II. Target competency

A. Follow the adopted curriculum guides

III. Sources

(T) American Adventures Program
Volumes 1-4
Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

(T) Blacks in Time Volumes 1-3, New Reader's Press

(T) Famous Americans: Books 1 and 2
Highlights of American History: Books 1 and 2
Janus Book Publishers
2501 Industrial Parkway
Department B
Hayward, California 94545

(T) "Our Indian Heritage"
"Women in American Life"
Xerox Education Publications
245 Long Hill Road
Middletown, Connecticut 06457

(F) "Abraham Lincoln," CFD 82

(F) "The Age of Discovery," CFD 83

(F) "American Flag: The Story of Old Glory," CFD 46

(F) "The American Revolution," CFD 85

(F) "America, the Beautiful," CFD 343

(F) "Ballad of the Iron Horse," CFD 532

(F) "The Boston Massacre," CFD 103

(F) "Boy of a Frontier Fort," CFD 104

Social Studies I
Unit 4
AMERICAN HISTORY

(F) "Children of the Colonial Frontier," CFD 2

(F) "Children of the Plains Indians," CFD 50

(F) "Children of the Wagon Train," CFD 51

(F) "The Civil War," CFD 114

(F) "Colonial Living," CFD 672

(F) "Geography of the U.S.: An Introduction," CFD 520

(F) "George Washington," CFD 128

(F) "George Washington at Valley Forge," CFD 261

(F) "Gold Rush Days," CFD 129

(F) "Had You Lived Then: Life in America in 1800," CFD 687

(F) "Indians of Early America," CFD 60

(F) "The Jamestown Colony," CFD 61

(F) "Kentucky Pioneers," CFD 151

(F) "The Midnight Ride of Paul Revere," CFD 23

(F) "Mississippi River: The Trade Route of Mid-America," CFD 167

(F) "Navajo Silversmith," CFD 302

(F) "Once Upon a Wilderness," CFD 635

(F) "The Pony Express in America's Growth," CFD 171

(F) "The Road to World War II," CFD 266

(F) "Rocky Mountain Area: Backbone of the Nation," CFD 70

(F) "The Signing of the Declaration of Independence," CFD 180

(F) "Story of the Pilgrims, Part I," CFD 22

(F) "Story of the Pilgrims, Part II," CFD 31

(F) "Southwest: The Land of Promise," CFD 73

(F) "The War of 1812," CFD 187

IV. Suggested activities

A. Develop a program of days in history to highlight the Revolutionary War period and the struggle for independence

B. Develop a timeline including important people and events

Social Studies I
Unit 4
AMERICAN HISTORY

Vocabulary and Objectives

The specific vocabulary and objectives will differ depending on the text in use. Generally, the goal will be to increase the students' knowledge of American history and to develop their understanding of cause and effect in the historical setting.

Sample Objectives

1. Given four events from American history, students will be able to put them in the correct chronological order.

2. The students will write a three page report on an event or person in American history.

3. The students will master the definitions, spelling, and speech of the unit vocabulary words.

Social Studies II
Unit 1
BUDGETING

Overview

I. Topics

A. Priorities in a budget
B. How to determine a reasonable budget
C. How to live within a flexible budget

II. Target competencies

Students will be able to:

A. Prepare a budget listing major expenditures and approximate amounts of income to be allocated for each (given an imaginary income)
B. List benefits of budgeting

III. Sources

(T) Living in a Consumer's World

(T) Budgeting
Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

(T) "Making a Budget," New Reader's Press

(T) "Managing Your Money," New Reader's Press

(F) "Career Transparency Series," Captioned Films for the Deaf

(F) "The Money Tree," CFD 632

(F) "Why Budget?" CFD 335

(FSC) Budgeting Series and Workbooks #123

(OR) "Basic Principles in Family Money and Credit Management"
"Family Budget Plan"
"It's Your Money"
"Money and Credit Management"
"Money and Your Marriage"
"Slide Guide--Divided Responsibility Family Budget Plan"
"Using Money"

National Consumer Finance Association
1000 16th Street, N.W.
Washington, D.C. 20036

(OR) "Dome Simplified Home Budget Book"
Dome Publishing Co., Inc.
Dome Building
Providence, Rhode Island 02903

(OR) "Family Financial Planning Kit"
"Setting and Reaching Family Financial Goals"
Bank of America, N.T. and S.A.
P.O. Box 3415, Rincon Annex
San Francisco, California 94120

(OR) "Money Management" (duplicating masters)
Milliken Publishing Co.
1100 Research Boulevard
St. Louis, Missouri 63132

IV. Suggested activity

A. Have students plan budgets for themselves with their present needs and income

Social Studies II
Unit 1
BUDGETING

Vocabulary

a balance
to balance
a benefit
a bill
bi-weekly
a budget
to enter
an entry
an expenditure
an expense
a fixed expense
a flexible expense
an income
a luxury
to manage
monthly
a necessity
a need
to owe
per
a price
take-home pay
a variable expense
a want
weekly
a worksheet
yearly

Social Studies II
Unit 1
BUDGETING

Objectives

Students will be able to:

1. Define budget in their own words
2. Tell three reasons why it is a good idea to follow a budget
3. List five categories that might be in a budget (e.g., rent, food, utilities, etc.)
4. Check a budget to make sure it is balanced
5. Make entries into a family budget sheet and total it
6. Keep a personal budget for one month
7. Define a flexible budget and explain its advantages
8. Evaluate the relative importance of several possible budget items
9. Define the unit vocabulary words in their own terms
10. Spell the unit vocabulary words correctly
11. Pronounce the unit vocabulary words correctly.

Social Studies II
Unit 2
INSURANCE

Overview

I. Topics

A. Kinds of insurance

1. Auto
2. Life
3. Home
4. Health

B. How much to buy and how to buy
C. Buying insurance from a reputable company
D. Insurance as a fringe benefit of employment

II. Target competencies

Students will be able to:

A. Define the types of insurance and give reasons for having each
B. Define insurance premiums
C. Explain how to go about buying insurance
D. Determine their insurance needs, given a hypothetical situation

III. Sources

(T) Living in a Consumer's World

(T) "Insuring Yourself," New Reader's Press

(T) "Social Security and Personal Insurance," New Reader's Press

(FSC) Automobile Insurance #109

(OR) "Student's Kit of Life Insurance Policy Contracts"
Massachusetts Mutual Life Insurance Company
Springfield, Massachusetts 01101

(OR) "Your Life Insurance—How it Works"
Institute of Life Insurance
227 Park Avenue
New York, New York 10017

(OR) "Ohio Consumer's Guide to Life Insurance"
Sample policy contracts
John Hancock Mutual Insurance Company
P.O. Box 111
John Hancock Place
Boston, Massachusetts 02117

(OR) "Insurance for the Home"
"Every Ten Seconds"
Insurance Information Institute
110 William Street
New York, New York 10038

IV. Suggested activity

A. Invite a local insurance agent to talk to the class about insurance

Social Studies II
Unit 2
INSURANCE

Vocabulary

actual cash value
adequate
an agent
an annuity
auto insurance
basic coverage
a benefit
bodily injury
broad coverage
a claim
collision
comprehensive
a contract
to convert
coverage
damage
deductible
a disaster
a dividend
an exclusion
to file
frequency
health insurance
homeowners insurance
insurance
liability
life insurance
medical payments
Medicaid
Medicare
no-fault
a plan
a policy
a premium
property
property damage
protection
provision
a risk
severity
a supplement
a survivor
an uninsured motorist
value

Social Studies II
Unit 2
INSURANCE

Objectives

Students will be able to:

1. Define insurance in their own words
2. Tell at least two reasons why it is a good idea to be insured
3. Name four kinds of insurance and tell what each kind of insurance covers
4. Tell at least two ways to find an insurance agent
5. List at least three factors that relate to the cost of auto insurance
6. List at least two factors that relate to the cost of life insurance
7. List at least two factors that relate to the cost of health insurance
8. List at least two factors that relate to the cost of homeowners/ renters insurance
9. List three kinds of auto insurance and tell what each kind covers
10. List two kinds of health insurance
11. Give a simple explanation of how an insurance company operates
12. Define the unit vocabulary words in their own terms
13. Spell the unit vocabulary words correctly
14. Pronounce the unit vocabulary words correctly

Social Studies II
Unit 3
INCOME TAX AND INCOME TAX FORMS

Overview

I. Topics

A. How to fill out an income tax form
B. How to take all allowable deductions
C. Income taxes are deducted from your paycheck

II. Target competencies

Students will be able to:

A. Fill out an income tax form accurately
B. Define

1. W-2 form
2. Deduction
3. Spouse
4. Dependent
5. All other relevant vocabulary

III. Sources

(T) "Taxes," New Reader's Press

(OR) "Understanding Taxes"
Teacher's Guide, Publication 19
Student Workbook, Publication 21
Internal Revenue Service Data Center
Project TKIT
P.O. Box 1200
Detroit, Michigan 48232

IV. Suggested activity

A. Fill out sample income tax forms for hypothetical families

Social Studies II
Unit 3
INCOME TAX AND INCOME TAX FORMS

Vocabulary

an adjustment
alimony
capital
a contribution
credit
customs
a deduction
a dependent
a disease
a dividend
duty
an exemption
the federal government
federal taxes
gross income
head of household
identification
an income tax return
interest
the Internal Revenue Service
to itemize
a job
joint
jointly
a license
local
local taxes
an occupation
property tax
protection
real estate tax
to refund
to regulate
revenue
sales tax
separately
single
a Social Security Number
state government
state taxes
status
taxable income
taxes
tax tables
W-4 form
W-2 form
a widow
a widower
withholding tax

Social Studies II
Unit 3
INCOME TAX AND INCOME TAX FORMS

Objectives

Students will be able to:

1. Define taxes in their own words
2. List and explain at least three kinds of taxes (e.g., sales, property, income)
3. List the three levels of government that can collect taxes and tell how each level would spend the tax revenue
4. Explain the importance of keeping good tax records for the preparation of tax forms
5. List and define three types of exemptions
6. List and define three types of deductions
7. Explain the meaning of the four filing statuses
8. Fill out a 1040A form for an imaginary family, given the necessary information and forms
9. Tell what information is wanted four out of five times when specific items are pointed out on a tax form
10. Define the unit vocabulary words in their own terms
11. Spell the unit vocabulary words correctly
12. Pronounce the unit vocabulary words correctly

Social Studies II
Unit 4
RENTING

Overview

I. Topics

A. Reading classified ads
B. Renting wisely

1. Facilities
2. Neighborhood
3. Lease
4. Condition of the property
5. Utilities

C. The security deposit
D. Obligations of the renter
E. Obligations of the landlord

II. Target competencies

Students will be able to:

A. Translate a simple classified ad into complete words
B. List what to look for in a lease
C. Explain the renter's responsibilities
D. Explain the landlord's resonsibilities
E. Explain what the security deposit is, why it is required, and what to expect at the termination of the lease

III. Sources

(T) Living in a Consumer's World

(F) "The Apartment House," CFD 199

(FSC) "Apartment Hunting #121

(OR) "The Law and You"
"You...As a Landlord or Tenant"
American Bar Association
1155 East 60th Street
Chicago, Illinois 60637
(Also check with local and state organizations.)

IV. Suggested activities

A. Examine leases
B. Look up ads in the classified section of the newspaper

Social Studies II
Unit 4
RENTING

Vocabulary

an advantage
age of majority
an apartment
an apartment complex
classified ads
a decision
a disadvantage
to discriminate
to evict
a feature
furnished
garbage service
independent
an inventory
a landlord
a lease
a location
a manager
a model apartment
a monthly rental agreement
a reference
the rent
to rent
a responsibility
a roommate
a security deposit
a tenant
to terminate
transportation
unfurnished
utilities
a verbal agreement

Social Studies II
Unit 4
RENTING

Objectives

Students will be able to:

1. Define to rent in their own words
2. Explain why people rent houses and apartments
3. List three ways to find a house or an apartment
4. List four features they would look for in a house or an apartment and tell why these features are important to them
5. Locate and read a classified ad and explain why they would or would not want to look at the house or apartment
6. Explain the following terms and how they relate to each other:
   a. manager/landlord
   b. landlord/tenant
   c. age of majority/lease
   d. security deposit/apartment
   e. furnished/unfurnished
   f. to rent/the rent
   g. location/amount of rent
7. Explain the advantages and disadvantages of having the monthly utilities included in the monthly rent
8. List the reponsibilities of a landlord
9. List the responsibilities of a tenant
10. Define the unit vocabulary words in their own terms
11. Spell the unit vocabulary words correctly
12. Pronounce the unit vocabulary words correctly

Social Studies II
Unit 5
SELECTING AND BUYING A HOUSE OR A CAR

Overview

I. Topics

A. The house

1. Suitability of the house

a. Schools and neighborhood
b. Shopping facilities
c. Condition of the house
d. Expected family size and future needs

2. Dealing with a realtor
3. Down payment
4. Installment buying
5. Bank loan
6. Mortgages
7. Payments on the house
8. The title
9. Property taxes

B. The car

1. Title
2. License plates
3. Taxes
4. Warranty
5. Optional equipment
6. Insurance
7. Credit line

II. Target competencies

Students will be able to:

A. Give criteria for choosing a house or a car
B. Explain financing procedures
C. Define

1. Taxes
2. Title
3. Option
4. Down payment
5. Other related vocabulary

III. Sources

(T) Living in a Consumer's World

(T) "Buying a Car," New Reader's Press

(T) "Buying a House," New Reader's Press

(T) Finding Housing
Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

(F) "Installment Buying," CFD 206

(OR) "The House Hunter's Scorecard"
"House Buyer's Checklist"
Chicago Title Insurance Company
111 West Washington Boulevard
Chicago, Illinois 60602
(may be available at local banks/savings and loans)

(OR) "Points to Remember When You Buy a House"
National Foundation for Consumer Credit, Inc.
Federal Bar Building West
1819 H Street, N.W.
Washington, D.C. 20006

(OR) "The Art of Buying a Car"
Changing Times
1729 H Street, N.W.
Washington, D.C. 20006

(OR) "Car Buying Made Easier"
Ford Motor Company Listens
P.O. Box 1974
The American Road
Dearborn, Michigan 48121

(OR) "Home Buyer's Vocabulary" (HUD-383-HM)
"Wise Home Buying" (HUD-401)
U.S. Department of Housing and Urban Development
Washington, D.C. 20410

(OR) Local realtors' listing magazines

IV. Suggested activities

A. Visit a car dealership and price a car
B. Visit a realtor and go with him or her to visit a model home
C. Role play interactions with a realtor and a car salesman

Social Studies II
Unit 5
SELECTING AND BUYING A HOUSE OR CAR

Vocabulary

a car dealer
closing costs
collateral
a condominium
credit line
criteria
a deed
depreciation
a down payment
equity
escrow
exterior
financing
insurance
interest rate
interior
license plates
a lien
a loan
a mortage
an offer
optional equipment
prepayment
price range
property
property tax
a purchase offer
a purchase agreement
a realtor
to register
to remodel
a road test
taxes
a title
a trade-in
a warranty

Social Studies II
Unit 5
SELECTING AND BUYING A HOUSE OR CAR

Objectives

Students will be able to:

1. List three criteria for choosing a house
2. List three criteria for choosing a car
3. Explain how they would go about getting financing for their purchases
4. List five things to check when looking at a car
5. Compute interest on a three-year car loan
6. Compute monthly payments given the loan principle, interest rate, and term of loan
7. List two places they can go to seek a loan
8. Explain how a warranty protects the buyer
9. List four expenses that go along with car ownership
10. List four expenses that go along with home ownership
11. Explain the function of a realtor
12. List two reasons why home ownership is a good idea
13. Define the unit vocabulary words in their own terms
14. Spell the unit vocabulary words correctly
15. Pronounce the unit vocabulary words correctly

Social Studies III
Unit 1
CAREERS

Overview

I. Topics

A. Choosing a job (appropriate to individual aptitudes)
B. Locating a job
C. The application
D. The interview
E. The salary
F. Fringe benefits
G. Payroll deductions
H. The paycheck
I. Keeping a job—work habits

II. Target competencies

Students will be able to:

A. Explain why they are suited for their chosen jobs
B. Fill out an application and answer typical interview questions
C. Define and cite examples of salary, fringe benefits, and payroll deductions
D. Select, read, and evaluate three jobs listed in the want ads for which they feel qualified
E. Determine a salary, given an hourly wage and the number of hours worked

III. Sources

(T) "Finding a Job," New Reader's Press

(T) "Occupations 1, 2," New Reader's Press

(T) "Out of Work," New Reader's Press

(T) "The World of Work," New Reader's Press

(T) "You and Others on the Job," New Reader's Press

(T) "Finding Work"
"Job Interviews"
"Keeping a Job"
Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

Social Studies III
Unit 1
CAREERS

Overview

(F) "Accounting: Basic Procedures," CFD 414

(F) "Aircraft Machinists," CFD 252

(F) "Aluminum Workers," CFD 253

(F) "Book Binders," CFD 249

(F) "Boss's Responsibility," CFD 589

(F) "Building Trades: Housebuilders," CFD 451

(F) "Cameras and Careers," CFD 344

(F) "Careers: Clerical," CFD 670

(F) "Career Transparency Series"
Publications Sales Division
Ohio State University Press
2070 Neil Avenue
Columbus, Ohio 43210

(F) "Clearing Up Misunderstandings," CFD 752

(F) "Cooks, Chefs and Related Occupations," CFD 674

(F) "Dealing with Problem People: The Disorderly Worker," CFD 601

(F) "Dealing with Problem People: The Forgetter," CFD 657

(F) "Dealing with Problem People: The Hot Head," CFD 658

(F) "Dealing with Problem People: The Scoffer," CFD 659

(F) "False Assumptions," CFD 750

(F) "Filing Procedures in Business," CFD 418

(F) "Furniture Workers," CFD 243

(F) "Getting Angry," CFD 386

(F) "How is Clothing Made: The Story of Mass Production," CFD 621

(F) "How to Keep a Job," CFD 420

Social Studies III
Unit 1
CAREERS

Overview

(F) "I'm Not Stupid," CFD 527

(F) "Is a Career as a Technician for You?" CFD 694

(F) "Is a Career in Electronics Manufacturing for You?" CFD 695

(F) "Is a Career in Machining for You?" CFD 696

(F) "Jobs in Cosmetology," CFD 717

(F) "Laundry Workers," CFD 246

(F) "The Lumberyard," CFD 358

(F) "Machinists," CFD 250

(F) "Missile Workers," CFD 248

(F) "Mr. Busboy," CFD 346

(F) "People Who Work in Stores," CFD 713

(F) "Postal Workers," CFD 244

(F) "Printers," CFD 245

(F) "Punched Card Data Processing," CFD 485

(F) "Rubber Workers," CFD 247

(F) "Trouble on the Job," CFD 529

(F) "Typesetting," CFD 341

(F) "Welding," CFD 486

(F) "Woodworkers," CFD 251

(F) "Woodworking--The Lathe," CFD 732

(F) "Working Relationships," CFD 751

(F) "Work Regulations," CFD 595

(F) "You and Your Work," CFD 415

Social Studies III
Unit 1
CAREERS

Overview

(F) "Your Job—Applying for It," CFD 474

(FSC) Applications and Forms Series #122

(FSC) Career Education Series A #117

(FSC) Career Education Series B #118

(FSC) Finding a Job Series #112

"Establishment of an Experimental Vocational Guidance and Personal Adjustment Center for the Deaf"

"New Vistas for Competitive Employment of Deaf Persons"

"Opportunities for the Hard of Hearing and the Deaf"

(OR) Department of Health and Human Services
Social Rehabilitation Service
Washington, D.C. 20201

(T) "My Job Application File"
"Get Hired"
"Don't Get Fired"
Janus Book Publishers
2501 Industrial Parkway
Department B
Hayward, California 94545

(T) Mathematics for Citizenship

(T) Preparing for the World of Work
F. R. Publications
1103 St. Paul Drive
Merrill, Wisconsin 54452

(T) Unemployment is Non-Cents
Lawson Book Company
9488 Sara Street
Elk Grove, California 95624

(T) The Work Series:
"Getting to Work"
"How I Should Act at Work"
"How to Find a Job"
"Payroll Deductions and Company Benefits"
"Taxes"
"Trade Schools"
"Where to Get Help"
"Work Rules"
Hopewell Books, Inc.
730 Jefferson Drive
Pittsburgh, Pennsylvania 15229

(OR) "The Job Box" (a set of 70 pamphlets and job sheets on various careers)
Fearron Publishers
Lear Siegler, Inc.
6 David Drive
Belmont, California 94002

IV. Suggested activities

A. Fill out sample job applications
B. Role play job interviews
C. Complete a work evaluation unit such as JEVS or Singer, if available

Social Studies III
Unit 1
CAREERS

(OR) "A Guide to College/Career Programs for Deaf Students"
Captioned Films for the Deaf Distribution Center
5034 Wisconsin Avenue, N.W.
Washington, D.C. 20016

Social Studies III

Unit 1

CAREERS

Vocabulary

an ability
an agency
an application
to apply
a benefit
a birth certificate
a bonus
a career
a choice
a classified ad
a consumer
to cooperate
dependable
to deduct
a deduction
discouraged
dues
a duty
efficient
an employee
an employer
experience
F.I.C.A.
federal tax
a fringe benefit
future
a goal
gross pay
income
an impression
an interview
job security
labor
location
a loss
management
medical insurance
a middleman
net pay
an occupation
an open shop
overtime
overtime pay
a payee
payroll savings
polite
to pretend
a profit
to profit
a promotion
properly
realistic
a receptionist
to recommend
a reference
regular pay
a reputation
retirement
a salary
a schedule
a section
security
self-confidence
seniority
a skill
social security
state tax
a strike
a stub
suitable
training
unemployed
a union
a union shop
a union steward
wages
a want ad

Social Studies III
Unit 1
CAREERS

Objectives

Students will be able to:

1. Make two possible career choices and give a brief rationale why these might be good career choices for them
2. Fill out a job application correctly
3. List three places that can help them find a job
4. Find a want ad for one of the careers chosen in the first objective and explain what it tells about the job
5. Explain three guidelines to follow in a job interview
6. List and explain the importance of five of the six job factors discussed in class (i.e., salary, location, fringe benefits, work schedule, unions, security, and future)
7. List three common job benefits and explain what they mean
8. Write a three-page report on a career that interests them (including job description, necessary training, salary, duties, and classified ads dealing with the job)
9. Compute daily and weekly wages and overtime accurately when given hours worked and wages per hour
10. List and explain three things that may be taken out of a paycheck before they get it (e.g., federal tax, F.I.C.A., union dues, etc.)
11. Look at a paycheck stub and explain five things it tells
12. Explain how they would react by showing good work habits and responsible actions in an imaginary work situation (e.g., you think that your boss made a mistake on your paycheck)
13. Define the unit vocabulary words in their own terms
14. Spell the unit vocabulary words correctly
15. Pronounce the unit vocabulary words correctly.

Social Studies III
Unit 2
THE CONSTITUTION AND THE BILL OF RIGHTS

Overview

I. Topics

A. The Constitution

1. The purpose of the Constitution
2. The organization of government
3. Powers of the branches of government
4. How laws are made
5. How amendments are passed

B. The Bill of Rights
1. The purpose of the Bill of Rights
2. Rights in each amendment

II. Target competencies

A. The Constitution:

Students will:

1. Explain the relationship between federal, state, and local governments and the responsibilities of each
2. Define the three branches of government and list their functions and duties
3. Explain the basic purpose of the Constitution
4. List the various kinds of courts and give examples of the types of cases handled by each

B. The Bill of Rights

Students will:

1. Explain why the Bill of Rights was written
2. Match rights guaranteed by the Bill of Rights with the amendment that grants each right
3. Explain the vocabulary of the Bill of Rights

III. Sources

(T) "Color Me American"
Lawson Book Company
9488 Sara Street
Elk Grove, California 95624

(T) "Government by the People" Parts 1 and 2, New Reader's Press

(F) "Changing the Law," CFD 536

(F) "The Constitution of the United States," CFD 115

(F) "How We Elect Our President," CFD 14

(F) "Your Government—The Presidency," CFD 193

(OR) The League of Women Voters of the United States
1730 M Street, N.W.
Washington, D.C. 20036

(Also check with local and state organizations)

IV. Suggested activities

A. Make a chart of the branches of the government
B. Make a chart of the court system

Social Studies III
Unit 2
THE CONSTITUTION AND THE BILL OF RIGHTS

Vocabulary

aid and comfort
an amendment
an Article
Articles of Confederation
to assemble
Bill of Rights
branches of government
the cabinet
chief justice
commander-in-chief
to confess
Congress
Congressional Record
congressman
congresswoman
to consent
Constitution
an enemy
executive branch
federal government
government
House of Representatives
to impeach
impeachment
in favor
judicial branch
legislative branch
levels of government
local
majority
minority
national
natural born citizen
an oath
an office
an office holder
power
Preamble
a privilege
a qualification
a quorum
a representative
right to bear arms
Senate
a senator
a state
Supreme Court
tax
treason
treaty
term (of office)
to veto
a witness
to witness

Social Studies III
Unit 2
THE CONSTITUTION AND THE BILL OF RIGHTS

Objectives

Students will be able to:

1. Define government in their own words
2. Define Constitution in their own words and tell why it is important to Americans
3. List the three levels of government, the offices of leaders in each level, and the current officeholders in each level
4. List the three branches of government and explain their duties
5. List four powers of Congress
6. List the qualifications for president, senator, and representatives
7. Tell what the Bill of Rights is and why it was written
8. Match rights with the amendment in the Bill of Rights that protects that right
9. Answer questions on the basic concepts of the Constitution
10. Explain the importance of obeying the law, voting, and being an informed citizen
11. Define the unit vocabulary words in their own terms
12. Spell the unit vocabulary words correctly
13. Pronounce the unit vocabulary words correctly

Social Studies III
Unit 3
THE LAW

Overview

I. Topics

A. Your legal rights
B. How laws work for you
C. Law and the hearing impaired
D. Court procedures and important people in a courtroom
E. Police procedures

1. Arrest
2. Booking

II. Target competencies

Students will be able to:

A. Describe a trial and its major characters and their roles
B. List the procedures of arrest and the rights of an arrested person
C. Explain the purposes of laws and how laws help us and our communities

III. Sources

(T) "Juveniles and the Law"
"Youth Crime and Punishment"
Xerox Education Publications
245 Long Hill Road
Middletown, Connecticut 06457

(T) The Law and the Deaf (student edition)
Lowell J. Meyers
Attorney at Law
1060 West North Shore Drive
Chicago, Illinois 60626

(T) The Law and You
Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

(F) "Bill of Rights in Action: The Story of a Trial," CFD 453

(F) "Changing the Laws," CFD 536

(F) "Communicating with Your Lawyer," CFD 673

(F) "Why We Have Laws--Shiver, Gobble and Snore," CFD 650

(F) "Your Rights to a Hearing," CFD 656

(OR) "The Crime"
"Do You Know Your Rights--If Arrested?"
"The Great Rights"
"How Do Lawyers Charge?"
"The Law and You"
"Manual for Jurors"
"Probate"
"So You're Going to be a Witness"
"The Trial"
"Understanding the Law"
"Your Courts"
"Your Lawyer--What He Means to You"

American Bar Association
1155 East 60th Street
Chicago, Illinois 60637
(Also check with local and state organizations.)

(OR) The National Center for the Law and the Deaf
7th Street and Florida Avenue, N.E.
Washington, D.C. 20002

IV. Suggested activities

A. Visit a court in session
B. Visit a police station or safety building
C. Role play a police arrest and booking

Social Studies III
Unit 3
THE LAW

Vocabulary

to adopt
adoption
an adult
alimony
an appeal
an arraignment
to be arrested
bail
a bailiff
bankruptcy
a bill of sale
a birth certificate
bond
child support
a claim
collision coverage
a complaint
comprehensive coverage
a contract
a co-signer
credit
a divorce
to divorce
an executor
a felony
a gift
guilty
a hearing
a hung jury
innocent
insanity
an insurance policy
an investment
a judge
a judgment note
a juror
a jury
jury duty
a law
a lawyer
a lease
a loan
a marriage certificate
a marriage license
medical expenses
a misdemeanor
a mutual company
penalty clause
petition
public liability coverage
a receipt
a release
a sentence
to sentence
a stock company
a subpoena
to sue
a summons
to testify
a traffic bond card
a trial
uninsured motorist coverage
a verdict
a wage assignment
a warranty
a will
a witness

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Social Studies III
Unit 3
THE LAW

Objectives

Students will be able to:

1. List at least three important papers they should keep and tell why
2. Tell how to find a lawyer and how to prepare to visit a lawyer's office
3. Define will in their own words and explain what can happen if one dies without a will
4. Explain five things to do in case of an auto accident
5. Name the major participants in a trial by jury and explain their roles
6. Explain the responsibility of being a co-signer
7. Answer questions about common laws covered in Law and the Deaf
8. Explain terms common to credit, bankruptcy, divorce, and being arrested
9. Give a simple definition of three kinds of auto insurance
10. List three government agencies and tell how each agency can help
11. Define the unit vocabulary words in their own terms
12. Spell the unit vocabulary words correctly
13. Pronounce the unit vocabulary words correctly

Social Studies III
Unit 4
BEING A RESPONSIBLE CITIZEN

Overview

This unit is a review and summary of Units 2 and 3. It can be omitted when using the Electoral Process unit in the Appendix.

I. Topics

A. Understanding politics

1. The two party system
2. Campaigns

B. Exercising your right to vote

1. Registering to vote
2. Using a voting machine
3. Using a paper ballot
4. Using a punch card ballot

C. Respecting the rights of others

D. Obligations

1. Voting
2. Taxes

E. Participation in:

1. Government
2. School groups
3. Civic groups

F. Government services

1. Welfare
2. Employment services
3. Bureau of Vocational Rehabilitation
4. Better Business Bureau
5. Comprehensive Services for the Deaf
6. The Consumer Protection Agency

II. Target competencies

Students will be able to:

A. Register to vote
B. Pick a current issue and explain how and why they would vote on it
C. Use a voting machine and mark a paper ballot
D. Explain the importance of becoming involved in community affairs
E. Name three community agencies and cite examples of the problems that each could handle
F. Explain how they would get in touch with any of the community agencies

Social Studies III
Unit 4
BEING A RESPONSIBLE CITIZEN

III. Sources

(T) Color Me American
Lawson Book Company
9488 Sara Street
Elk Grove, California 95624

(T) The Government and You
Becoming a U.S. Citizen
Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

(T) Your Government and You
Frank E. Richards Publishing Company
Phoenix, New York 13135

(T) "Government by the People" Parts 1 and 2, New Reader's Press

(F) "The City," CFD 113

(F) "Everyone Helps in a Community," CFD 236

(F) "How We Elect Our President," CFD 14

(F) "Why We Have Elections or the King of Snark," CFD 744

(OR) The League of Women Voters of the United States
1730 M Street, N.W.
Washington, D.C. 20036
(Also check with local and state organizations.)

(OR) National Foundation for Consumer Credit, Inc.
Federal Bar Building West
1819 H Street, N.W.
Washington, D.C. 20006

IV. Suggested activities

A. Register to vote
B. Participate in a mock election
C. Invite the counselor from the Bureau of Vocational Rehabilitation to talk to the class about BVR and what services it offers to hearing impaired persons
D. Invite someone from Comprehensive Services for the Deaf to speak to the class about CSD and government services in the community and state

Social Studies III
Unit 4
BEING A RESPONSIBLE CITIZEN

Vocabulary

an agency
Better Business Bureau
Bureau of Vocational Rehabilitation
a campaign
to campaign
a citizen
a community
community affairs
Comprehensive Services for the Deaf
Consumer Protection Agency
to elect
an election
employment
government
an issue
local
national
a paper ballot
a political party
qualifications
to register
a service
state
tax
to volunteer
to vote
a voting machine
welfare

Social Studies III
Unit 4
BEING A RESPONSIBLE CITIZEN

Objectives

Students will be able to:

1. Tell what they must do to register to vote
2. List the three qualifications for becoming a voter
3. Explain a current issue
4. Give both sides of the argument on a current issue
5. Show how to use a voting machine correctly
6. Mark a paper ballot correctly
7. Explain the importance of a two-party political system
8. List and explain the four parts of our country's election system
9. Tell why people must register to vote
10. Tell how tax money is used
11. List three kinds of groups they might join to help improve the community
12. Tell why it is important to keep up with community affairs
13. Name three community agencies and cite examples of the kinds of problems they can help solve
14. Tell how they would contact any two of these agencies
15. Define the unit vocabulary words in their own terms
16. Spell the unit vocabulary words correctly
17. Pronounce the unit vocabulary words correctly

Appendix
THE ELECTORAL PROCESS

Overview

This unit should be taught in the fall of an election year and be taught to students in all three levels of the guide. In this way, teachers may capitalize on the current events aspect of an election and draw the students into the excitement and debate of an election year. Since teachers will probably supplement this unit with current magazine and newspaper articles, the editorial style follows that of print media.

I. Topics

A. Government

1. Levels and branches
2. Political parties
3. Reasons for having two parties

B. The election process

1. Announcing candidacy
2. Primary elections

a. Reasons for primary elections
b. This year's results

3. Conventions

a. Purposes of conventions
b. What happened at this year's convention

4. The campaign

a. Activities of a campaign
b. Issues of the campaign

5. Voting (Election Day)

a. Polls/precincts
b. Types of ballots
c. Marking ballots
d. The Electoral College

6. The inauguration

a. The meaning of inauguration
b. Inauguration activities

Appendix
THE ELECTORAL PROCESS

Overview

II. Target competencies

Students will be able to:

A. Mark a ballot accurately to show their vote
B. Name and define the issues of the campaign and tell how they feel about the issue
C. Name the branches and levels of government and tell about their jobs
D. Explain how the Electoral College works

Appendix
THE ELECTORAL PROCESS

III. Sources

(T) Your Government and You
Frank E. Richards Publishing Company
Phoenix, New York 13135

(T) "Government by the People," Parts 1 and 2, New Reader's Press

(F) "How We Elect Our President," CFD 14

(OR) Local newspapers (especially current editorial cartoons)

(OR) Time Magazine or Newsweek

(OR) Capital Hill News Service
968 National Press Building
Washington, D.C. 20045

(OR) Political Profiles, Inc.
1202 National Press Building
Washington, D.C. 20045

(OR) The League of Women Voters of the United States
1730 M Street, N.W.
Washington, D.C. 20036
(Also check with local and state organizations.)

(OR) The National Democratic Committee Headquarters

(OR) The National Republican Committee Headquarters

IV. Suggested activities

A. Take the students to a polling place to see what goes on there
B. Create a bulletin board display of campaign literature, posters, bumper stickers, etc.
C. Create a bulletin board display of editorial cartoons relating to the current election
D. Encourage students of voting age to register and to vote

Appendix

THE ELECTORAL PROCESS

Vocabulary

an abortion
an absentee ballot
an acceptance speech
an address
to announce
a ball
a ballot
a bandwagon
a booth
busing
the cabinet
a campaign
to campaign
a candidate
to compare
to contribute
a convention
a committed delegate
County Board of Elections
a crime
a debate
to debate
defense
a delegate
Democrats
the economy
education
to elect
an election
Election Day
the Electoral College
electoral votes
electors
to endorse
the Equal Rights Amendment
executive branch
federal
foreign affairs
a general election
government
the House of Representatives
housing
to be inaugurated
an inauguration
the incumbent
inflation
an issue
judicial branch
legislative branch
levels of government
literature
local
the majority
to be named
national
to nominate
a nominee
an oath
an office
a paper ballot
a platform
a plurality
a political party
a poll
a polling place

Appendix

THE ELECTORAL PROCESS

Vocabulary

the popular vote
a public opinion poll
a presidential election
a precinct
a primary election
a punch card
to register
representatives
Republicans
a requirement
a running mate
a secret ballot
the Senate
senators
splitting your vote
a state
a symbol
taxes
a ticket
an uncommitted delegate
unemployment
to vote
to vote a straight ticket
a voting machine
welfare
winner take all

Appendix
THE ELECTORAL PROCESS

Objectives

Students will be able to:

1. Define government in their own words
2. Name the three levels of government
3. List the three branches of the federal government and explain the basic duty of each
4. List the qualifications to vote
5. Name the two major political parties, their symbols, and their leaders
6. Tell two purposes of primary elections
7. Describe a convention and its purposes
8. Name any two election issues and tell what they think about the issues
9. Mark a paper ballot correctly to vote for the candidate of their choice
10. Tell why it is important to vote
11. Tell what happens on Election Day
12. Explain the system called the Electoral College
13. Tell three things that happen on Inauguration Day
14. Define the unit vocabulary words in their own terms
15. Spell the unit vocabulary words correctly
16. Pronounce the unit vocabulary words correctly